

# Positive Behavior Interventions and Supports of Arizona (PBISAz)

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# Task Force Recommendations

<http://www.azed.gov/special-education/task-force-best-practices/>



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Home | Resources for Parents ▼ | Resources for Schools ▼ | What's New | Calendar | Contact Us ▼ | Site Index |

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- Accountability >
- Standards & Assessment >
- Educator Certification >
- Finance / IT / Business Services >
- Special Education >
- English Language Learners >
- Employment Opportunities >
- School Reports / School Results >

You are here: Home / Task Force on Best Practices in Special Education and Behavior Management

### Task Force on Best Practices in Special Education and Behavior Management

- Senate Bill 1197
- Report from the Task Force on Best Practices in Special Education and Behavior Management
- Meeting Minutes
  - Minutes of 7/16/09 Meeting
  - Minutes of 7/30/09 Meeting
  - Minutes of 8/14/09 Meeting
  - Minutes of 8/19/09 Meeting
- Pubic Document Request Form

### UPCOMING EVENTS

<small>800.00 per person, includes materials, registration, and a meal. Registration is required. Space is limited. Seating is first-come, first-served. No refunds. Register by: 10/1/2012. Contact: 202.202.2022 or 202.202.2023.</small>	
A Basic Course in Assistive Technology: Writing with Scott Marfil Flagstaff, Arizona	October 2, 2012
A Basic Course in Assistive Technology: Access to the Curriculum for Students With Motor Impairments with Matthew Press Tucson, Arizona	December 4, 2012
A Basic Course in Assistive Technology: Reading with Kelly Hester Phoenix, Arizona	January 8, 2013
A Basic Course in Assistive Technology: Communication with Caroline Kouschitzky Phoenix, Arizona	February 12, 2013
A Basic Course in Assistive Technology: Math with Julie Sweeney Phoenix, Arizona	April 2, 2013
A Basic Course in Assistive Technology: Assessment with Penny Goff Phoenix, Arizona	May 1, 2013

**"The ABCs of Assistive Technology" One-Day Training Series 2012-2013**

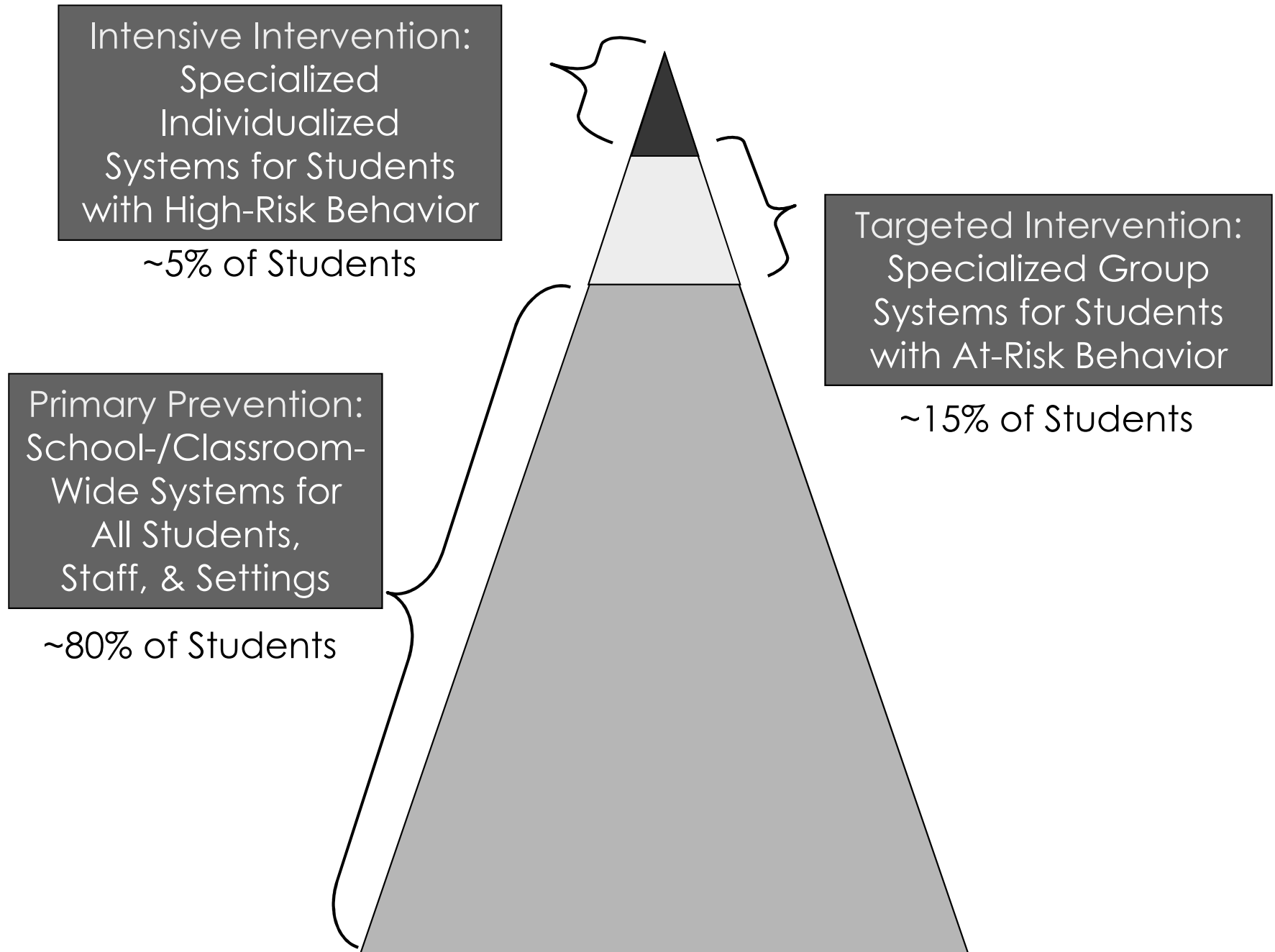
"The ABCs of Assistive Technology" = A

# Task Force Recommendations

<http://www.azed.gov/special-education/task-force-best-practices/>

- Prohibit Some Procedures
  - Corporal Punishment
  - Mechanical Restraints
  - Physical restraints that restrict breathing and communication
- Prohibit Restraint/Seclusion – unless “imminent” danger
- Positive School Climate – PBS for all students
- Tiered System of Interventions
- Train School Staff –
  - Proactive Behavior Management
  - Crisis De-escalation
  - Non-injurious Crisis Intervention
  - Functional Behavioral Assessments (FBAs)
  - Behavior Intervention Plans (BIPs)
    - Prevent, Manage, Replace, Monitor challenging behavior
    - Evidence Based Practices
    - Irrelevant, Ineffective, Inefficient
    - Implemented with fidelity
- Report Incidents – Administration, Parents
- Data-based Decision Making – to learn from incidents

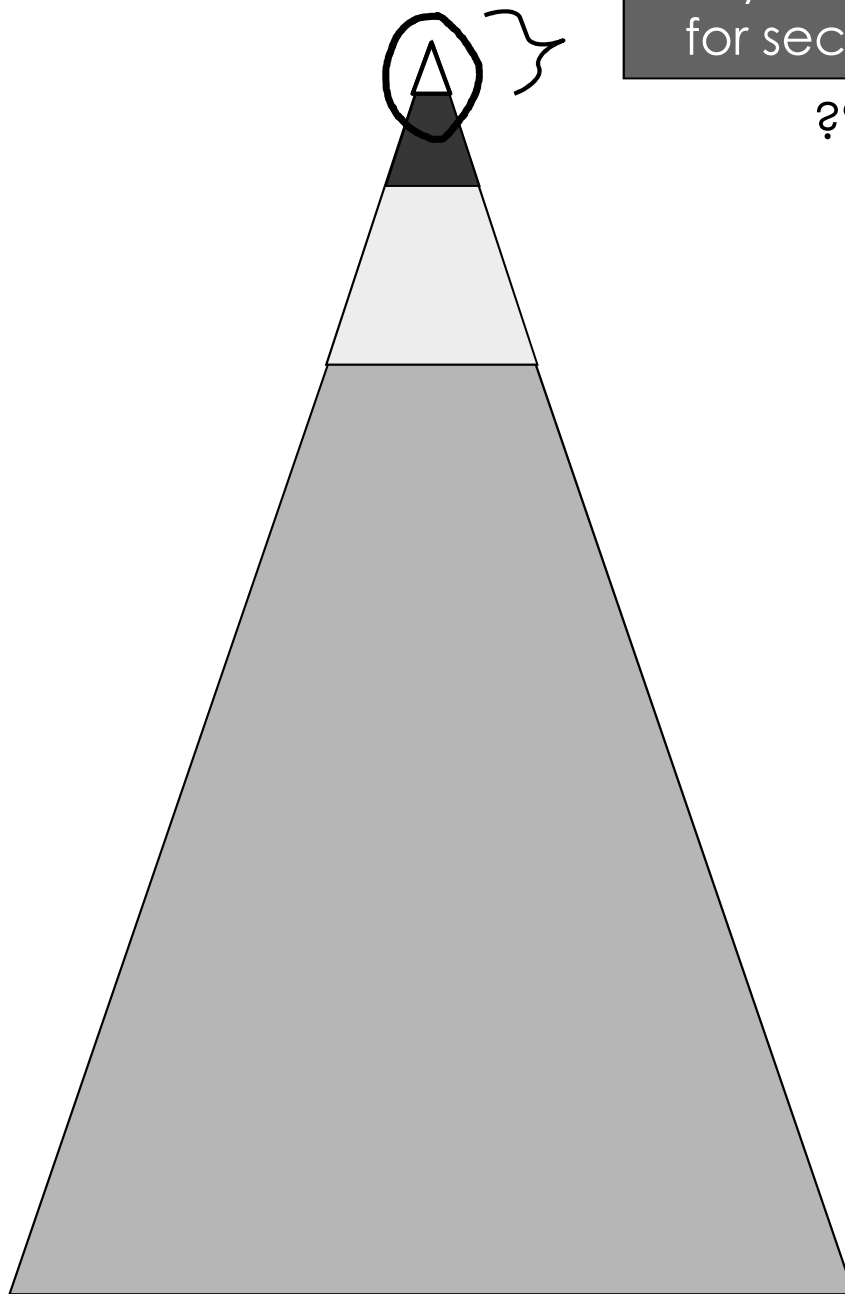
# What is Positive Behavior Support?



Positive Behavior Interventions and Supports (PBIS)

Crisis Intervention:  
Only those students at risk  
for seclusion or restraint

1% of Students




Positive Behavior Interventions and Supports (PBIS)

# What is Positive Behavior Support?

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# OSEP Technical Assistance Center

## www.pbis.org


**OSEP Technical Assistance Center on  
Positive Behavioral  
Interventions & Supports**  
Effective Schoolwide Interventions


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### Evaluation Briefs




[1](#)[2](#)[3](#)[4](#)[5](#)[6](#)

**PBIS Newsletter**  
Influence of Socioeconomic Status and Racial Diversity  
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**Top 5  
Current Topics**

A Call for More Effective Prevention of Violence: In Response to the Shooting at Sandy Hook Elementary School

2013 PBIS National Forum: Equity in Education (Making Education Work for ALL)- Join Us in October!


Bully Prevention in SWPBS (Now In French & Spanish)

PBIS Tools: Tools to



The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

**What is School-Wide Positive Behavioral Interventions & Supports?** Please click here for a quick summary of PBIS: 1) What is School-wide PBIS? 2) What does PBIS emphasize? and 3) What Outcomes Are Associated with Implementation of SWPBS?

**Getting PBIS in  
My School**

PBIS State Coordinator Network: Contact your regional or state PBIS coordinators for technical support or questions concerning the implementation of PBIS

[view details](#)

**PBIS  
Blueprints**

2010 SWPBS Implementer's Blueprint and Self-Assessment

[view details](#)

# Task Force Follow up (2011)

[https://www.azdes.gov/ADDPC/About/Reports\\_StatePlans/](https://www.azdes.gov/ADDPC/About/Reports_StatePlans/)





# Task Force Follow up

(2011) [https://www.azdes.gov/ADDPC/About/Reports\\_StatePlans/](https://www.azdes.gov/ADDPC/About/Reports_StatePlans/)  
Recommendations:

- \* Resume some of the work of PBISAz
- \* Convene an Advisory Board to assess and plan for statewide implementation
- \* Develop and maintain state Leadership Team to oversee implementation
- \* Seek partnerships within the state
- \* Develop a network of PBIS coaches
- \* Consider legislation on seclusion & restraint

# IHD's Proposal: Positive Behavior Interventions and Supports of Arizona (PBISAz)

# PBISAz Purpose

- \* To reduce the use of unnecessary and dangerous seclusion and restraint among students with developmental disabilities
- \* ... by bringing together and coordinating the existing state resources in PBIS
- \* ... and building the capacity in Arizona to support local education agencies (LEAs) in their own efforts to train staff and implement PBIS)

# Relevance to ADDPC Goals

- \* Goal #3 *“Empower persons with developmental disabilities, their families, and others who support them by linking them to information that promotes informed decision making about their choices and their quality of life”*
- \* It is through the linking of people to reliable information about alternatives to seclusion and restraint that family members and persons who support students with developmental disabilities will have a greater ability to advocate

# PBISAz Partnerships

- \* Arizona Developmental Disabilities Planning Council (ADDPC) plays the critical role of funding the project initially, and providing overall contract management responsibilities.
- \* Institute for Human Development, Arizona's University Center on Disabilities (IHD/AzUCD) provides overall project and contract management activities, training, ensure proper disposition of resources and ensure proper documentation as required. IHD/AzUCD pursues the goals and objectives of this project both directly and through subcontracts with KOI-Education and other DD Network partners below.
  - \* The Arizona Center For Disability Law (ACDL) provides community training to parents and LEAs in current policies and laws related to restraints and seclusion.
  - \* Sonoran Center for Excellence in Developmental Disabilities Education, Research and Service (Sonoran UCEDD) will provide the project evaluation to determine the success or failure of the project to meet its goals and objectives.
- \* Arizona Department of Education (ADE) participates fully in all assessment and planning efforts to help build a coordinated state system of support

# PBISAz Objectives

1. Minimum (12) key PBIS stakeholders will be recruited to serve as advisory council (PBIS-AC) members for six, full-day meetings throughout the year in order to assess, plan, develop policies and leverage resources, that will help LEAs access training, technical assistance in years to come – **In Progress**
2. With the Arizona Center for Disability Law (ACDL), conduct six separate trainings for 200 parents and LEA personnel in six different areas throughout the state, in order to raise awareness of the issues surrounding seclusion and restraint, the rights of parents and students, and the resources available to help LEAs begin to address these concerns – **Done**
3. PBIS-AC members will receive training on what other states with similar circumstances as Arizona have done to build their PBIS capacity and leadership through a national consultant presenting to the PBIS-AC – **Done**
4. Key PBIS-AC members will attend the national PBIS Technical Assistance Leadership meeting to participate in extended learning and planning sessions with colleagues in other states in order to bring new ideas back to the group – **Done**

# PBISAz Objectives

5. The PBIS-AC will conduct an assessment of Arizona's strengths and needs, and develop a prioritized action plan for implementing a coordinated approach to supporting LEAs with training, technical assistance and data-based decision making, using the Implementation Blueprint and Self-Assessment – **In Progress**
6. A coordinated method for LEAs to obtain approved PBIS training and technical assistance will be developed (including such factors as selection criteria, funding amounts, participation and reporting requirements) – **In Progress**
7. A standard method for evaluating LEA **implementation** will be established – **In Progress**
8. A standard method for evaluating the **outcomes** of PBIS on students with developmental disabilities (e.g., fewer restraints) will be established – **In Progress**

# PBISAz Objectives

9. All public and private entities that provide PBIS training and/or technical assistance in Arizona will be informed of the criteria for participation – **In Progress**
10. A minimum of four LEAs from different geographic regions of the state, representing different student demographics, will be recruited to serve as a pilot cohort that will begin receiving training and technical assistance in year 2 – **In Progress**
11. An independent evaluation of the year 1 process and products will be conducted by the Sonoran Center for Excellence in Developmental Disabilities Education, Research and Service (Sonoran Center) – **To be Completed**
12. A progress report will be submitted to the ADDPC detailing the progress on each of the above objectives, the results of the independent evaluation, and the preparation or revisions to the objectives for year 2 – **To be Completed**



# PBISAz – Information [www.pbisaz.org](http://www.pbisaz.org)



*Positive Behavior Interventions  
and Supports of Arizona*

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## Welcome to PBISAz.

# PBISAz – Advisory Council



*Positive Behavior Interventions  
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## ADVISORY COUNCIL

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Advisory Council

History of PBIS-AC

Resources

ADDPC

## Purpose of PBISaz

This project is a multi-year effort to coordinate all of Arizona's relevant resource organizations and institutions into one cohesive initiative that will help schools/districts access the training, technical assistance and expertise, needed to implement PBIS with fidelity and thereby reduce office suspensions, seclusions and restraints, and improve the overall school climate for students and staff.

The objectives below reflect the first year of the project.

**Year One** (2012-2013) will consist primarily of forming the PBIS-AC with key stakeholders who have the interest and authority to make decisions for the project. This PBIS-AC will use the planning document from the national Technical Assistance Center on Positive Behavioral Interventions & Supports (Implementation Blueprint and Self-Assessment), as its guide for assessing Arizona's strengths and needs, and for prioritizing action steps required for full implementation. This will happen over a series of six meetings of the PBIS-AC and subsequent work groups throughout the first year.

## PBIS VIDEOS



# PBISAz – Advisory Council



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### Statewide Advisory Committee

Documents and resources from PBIS Advisory Committee meetings

Team Charter	TeamCharter_PBIS-AC (2013)
Presentations	PBIS-AC Introduction (Gulchak 2013)Leadership in Implementing School-wide PBIS (Horner 2013)- Video lecture of "Leadership" presentation
Agenda	Agenda 2013-01-17 Agenda 2013-02-27 Agenda 2013-04-12
Minutes	Minutes 2013-01-17 Minutes 2013-02-27

#### PBIS VIDEOS



# PBISAz – Successful Schools



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### 2013 PBIS Achievement Award Winners

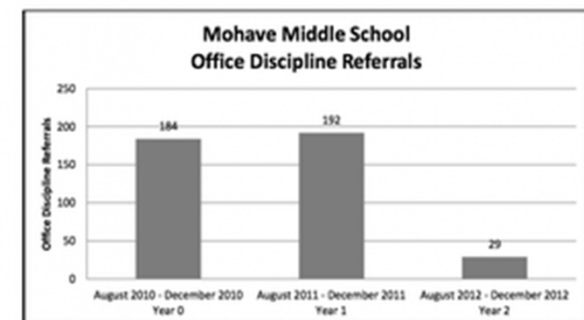
Let's all join together to recognize and applaud the impact and achievements of schools across Arizona using Positive Behavior Interventions and Supports (PBIS). Recognized schools have submitted to an application and approval process and demonstrated both high fidelity of implementation and data-based outcomes in student behavior, achievement, and school safety & climate.

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#### 2013 Silver Award – High Fidelity Tier 1 and Initial Implementation Tier 2/3 PBIS

Mohave Middle  
School, Scottsdale  
Unified School  
District Principal:  
Chris Asmussen

PBIS has impacted our school community in several constructive ways. There has been a sharp decrease in our office referrals this year due to our staff and students knowing behavior expectations throughout the school. The decrease is also attributed to teachers understanding what infractions are classroom managed and what infractions are handled by administration using our discipline flow chart. Students are responding to the positive reinforcement they



# PBISAz – Advisory Council

## Organization in the Advisory Council

The following organizations are represented on the council.

- Arizona Charter School Association*
- Arizona Council for Administrators of Special Education*
- Arizona Department of Behavioral Health*
- Arizona Department of Education*
- Arizona Department of Juvenile Corrections*
- Arizona Education Association*
- Arizona School Administrators Association*
- Northern Arizona University*
- Raising Special Kids*
- School Board Members*
- School District Superintendents*



# Implementation Blueprint and Self-Assessment

1. Leadership Team
2. Funding
3. Visibility
4. Political Support
5. Policy
6. Training Capacity
7. Coaching Capacity
8. Evaluation Capacity
9. Behavioral Competence
10. School/District Demonstrations

# PBISAz Leveraging of Resources

1. ADDPC requires matching funds of NAU
2. NAU requires matching funds of:
  - \* KOI Education
  - \* ACDL
  - \* Sonoran Center
3. ADE is a partner bringing several resources:
  - \* Exceptional Student Services – Comprehensive System of Personnel Development
  - \* Exceptional Student Services – Multi-Tiered Behavior support
  - \* School Safety and Prevention
4. Districts share in the responsibility training, capacity-building, and funding
5. Other national resources (pbis.org, APBS networks, other states, etc)

# PBISAz Next Steps

1. Finish the criteria and process for selecting, recruiting and training, initial pilot LEAs
2. Notify the LEAs and those that will be providing training and coaching
3. Submit a proposal to ADDPC for years 2-4 to involve:
  - \* Continued statewide leadership
  - \* Training, coaching and support of the pilot LEAs
  - \* Monitoring, evaluating and revising the process and the outcomes
  - \* Formalizing partnerships with ADE for long-term sustainability
  - \* Seeking additional funding, visibility, political support and policy changes, to...
  - \* Build the capacity in training, coaching, evaluation and, behavioral expertise
4. Sonoran to conduct project evaluation
5. Submit final report to ADDPC